Chapter 01
The Human Organism

Multiple Choice Questions

1. What technique creates a three-dimensional dynamic image of blood vessels?
A. digital subtraction angiography
B. magnetic resonance imaging
C. dynamic spatial reconstruction
D. positron emission tomography

Bloom's Level: 4. Analyze
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Scope of anatomy and physiology

True / False Questions

2. A CT scan allows for a three-dimensional image to be generated.
TRUE

Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Body plan and organization
Type: Clinical

Multiple Choice Questions

3. Magnetic resonance imaging is based on the movement of
A. electrons in a magnetic field.
B. carbons in a magnetic field.
C. protons in a magnetic field.
D. cells in a magnetic field.

Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Scope of anatomy and physiology
Type: Study Guide

4. The delivery of a radioactive compound to the body to study the metabolism of tissues is called
A. MRI.
B. PET.
C. DSA.
D. DSR.

Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Scope of anatomy and physiology
Type: Clinical

5. An anatomic image created from sound waves is a
A. radiograph.
B. CT scan.
C. MRI.
D. sonogram.

Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Survey of body systems
Type: Clinical
Type: Study Guide

6. A major limitation of radiographs is that they
A. can only visualize bone.
B. give only a flat, two-dimensional image of the body.
C. are old technology that do not give good results.
D. have very few applications.

Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Survey of body systems
Type: Clinical

7. The study of the body's organization by areas is
A. systemic anatomy.
B. regional anatomy.
C. molecular biology.
D. microbiology.
E. surface anatomy.

Bloom's Level: 1. Remember
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Scope of anatomy and physiology
Type: Study Guide

8. The study of the external form of the body and its relationship to deeper structures is
A. systemic anatomy.
B. regional anatomy.
C. molecular biology.
D. microbiology.
E. surface anatomy.

Bloom's Level: 1. Remember
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Survey of body systems
Type: Study Guide

9. The study of tissues is
A. cytology.
B. histology.
C. molecular biology.
D. microbiology.
E. surface anatomy.

Bloom's Level: 1. Remember
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Survey of body systems
Type: Study Guide

10. Anatomy is
A. the study of function.
B. a branch of physiology.
C. the study of structure.
D. the study of living organisms.
E. the study of homeostasis.

Bloom's Level: 1. Remember
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Survey of body systems
Type: Study Guide

11. The study of the structural features and functions of the cell is
A. cytology.
B. histology.
C. molecular biology.
D. microbiology.
E. surface anatomy.

Bloom's Level: 1. Remember
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Survey of body systems
Type: Study Guide

12. Which subdivision of anatomy involves the study of organs that function together?
A. regional
B. developmental
C. systemic
D. histology
E. surface anatomy

Bloom's Level: 1. Remember
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Section: 01.01
Topic: Survey of body systems
Type: Study Guide

13. Visual inspection of the appearance of the liver and gallbladder during surgery is associated with which of the following?
A. histology
B. physiology
C. gross anatomy
D. radiology
E. cytology

Bloom's Level: 2. Understand
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Learning Outcome: 01.01B. Define physiology
Section: 01.01
Topic: Survey of body systems

14. Microscopic examination of a frozen tissue specimen is an application of which of the following disciplines?
A. histology
B. physiology
C. gross anatomy
D. radiology
E. regional anatomy

Bloom's Level: 3. Apply
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01A. Define anatomy and describe the levels at which anatomy can be studied.
Learning Outcome: 01.01B. Define physiology
Section: 01.01
Topic: Survey of body systems

15. An investigator who conducts an experiment to determine how changes in pH affect the function of enzymes on digestion is most likely to be a(n)
A. neurologist.
B. anatomist.
C. engineer.
D. physiologist.
E. histologist.

Bloom's Level: 2. Understand
HAPS Objective: A05.01 Define the terms anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.01C. Explain the importance of the relationship between structure and function.
Section: 01.01
Topic: Survey of body systems

16. An organelle is
A. a small structure within a cell.
B. a structure composed of several tissue types.
C. the basic structural unit of all living organisms.
D. a group of organs with a common set of functions.
E. a group of cells with similar structure and function.

Bloom's Level: 1. Remember
HAPS Objective: A06.01 Describe, in order from simplest to most complex, the major levels of organization in the human organism.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02A. Name the six levels of organization of the body, and describe the major characteristics of each level.
Section: 01.02
Topic: Levels of organization
Type: Study Guide

17. An organ is
A. a small structure within a cell.
B. a structure composed of several tissue types.
C. the basic structural unit of all living organisms.
D. a group of molecules with a common set of functions.
E. a group of cells with similar structure and function.

Bloom's Level: 1. Remember
HAPS Objective: A06.01 Describe, in order from simplest to most complex, the major levels of organization in the human organism.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02A. Name the six levels of organization of the body, and describe the major characteristics of each level.
Section: 01.02
Topic: Levels of organization
Type: Study Guide

18. A cell is
A. a small structure within a molecule.
B. a structure composed of several tissue types.
C. the basic structural unit of living organisms.
D. a group of organs with a common set of functions.
E. a group of atoms with similar structure and function.

Bloom's Level: 1. Remember
HAPS Objective: A06.01 Describe, in order from simplest to most complex, the major levels of organization in the human organism.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02A. Name the six levels of organization of the body, and describe the major characteristics of each level.
Section: 01.02
Topic: Levels of organization
Type: Study Guide

19. A tissue is a
A. structure contained within a cell.
B. lower level of organization than a cell.
C. group of organs that performs specific functions.
D. group of cells with similar structure and function.
E. structure that contains a group of organs.

Bloom's Level: 1. Remember
HAPS Objective: A06.01 Describe, in order from simplest to most complex, the major levels of organization in the human organism.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02A. Name the six levels of organization of the body, and describe the major characteristics of each level.
Section: 01.02
Topic: Levels of organization
Type: Study Guide

20. An organ system is
A. a small structure within a cell.
B. a structure composed of several tissue types.
C. the basic structural unit of all living organisms.
D. a group of organs with a common set of functions.
E. a group of cells with similar structure and function.

Bloom's Level: 1. Remember
HAPS Objective: A06.01 Describe, in order from simplest to most complex, the major levels of organization in the human organism.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02A. Name the six levels of organization of the body, and describe the major characteristics of each level.
Section: 01.02
Topic: Levels of organization
Type: Study Guide

21. Which of the following systems carries necessary compounds like oxygen and nutrients throughout the body?
A. nervous
B. cardiovascular
C. urinary
D. lymphatic
E. respiratory

Bloom's Level: 1. Remember
HAPS Objective: A07.01 List the organ systems of the human body and their major components.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02B. List the 11 organ systems, identify their components, and describe the major functions of each system.
Section: 01.02
Topic: Survey of body systems
Type: Study Guide

22. Which organ system is the location of blood cell production?
A. cardiovascular
B. skeletal
C. digestive
D. nervous
E. endocrine

Bloom's Level: 1. Remember
HAPS Objective: A07.01 List the organ systems of the human body and their major components.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02B. List the 11 organ systems, identify their components, and describe the major functions of each system.
Section: 01.02
Topic: Survey of body systems
Type: Study Guide

23. Which body system would be affected by degeneration of cartilage in joints?
A. muscular
B. nervous
C. cardiovascular
D. skeletal
E. lymphatic

Bloom's Level: 1. Remember
HAPS Objective: A07.01 List the organ systems of the human body and their major components.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02B. List the 11 organ systems, identify their components, and describe the major functions of each system.
Section: 01.02
Topic: Survey of body systems
Type: Study Guide

24. The gallbladder, liver, and stomach are all part of the
A. endocrine system.
B. cardiovascular system.
C. skeletal system.
D. respiratory system.
E. digestive system.

Bloom's Level: 1. Remember
HAPS Objective: A07.01 List the organ systems of the human body and their major components.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02B. List the 11 organ systems, identify their components, and describe the major functions of each system.
Section: 01.02
Topic: Survey of body systems
Type: Study Guide

25. The integumentary system
A. regulates body temperature.
B. breaks down food into small particles for absorption.
C. controls intellectual functions.
D. produces body movements.
E. coordinates and integrates body function.

Bloom's Level: 1. Remember
HAPS Objective: A07.01 List the organ systems of the human body and their major components.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02B. List the 11 organ systems, identify their components, and describe the major functions of each system.
Section: 01.02
Topic: Survey of body systems
Type: Study Guide

26. What system removes nitrogenous waste products from the blood and regulates blood pH, ion balance, and water balance?
A. respiratory
B. lymphatic
C. cardiovascular
D. immune
E. urinary

Bloom's Level: 1. Remember
HAPS Objective: A07.01 List the organ systems of the human body and their major components.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.02B. List the 11 organ systems, identify their components, and describe the major functions of each system.
Section: 01.02
Topic: Survey of body systems
Type: Study Guide

27. An organism's ability to use energy in order to swim is an example of
A. metabolism.
B. responsiveness.
C. organization.
D. maturation.
E. development.

Bloom's Level: 2. Understand
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.03A. List and define six characteristics of life.
Section: 01.03
Topic: Levels of organization

28. The changes an organism undergoes through time is called
A. organization.
B. metabolism.
C. reproduction.
D. growth.
E. development.

Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.03A. List and define six characteristics of life.
Section: 01.03
Topic: Levels of organization
Type: Study Guide

29. Nerve cells generate electrical signals in response to changes in the environment. This is an example of
A. respiration.
B. digestion.
C. movement.
D. filtration.
E. responsiveness.

Bloom's Level: 2. Understand
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.03A. List and define six characteristics of life.
Section: 01.03
Topic: Survey of body systems

30. An increase in the number of cells is
A. reproduction.
B. growth.
C. differentiation.
D. metabolism.
E. organization.

Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.03A. List and define six characteristics of life.
Section: 01.03
Topic: Survey of body systems
Type: Study Guide

31. Which of the following is most consistent with homeostasis?
A. As blood pressure falls, blood flow to cardiac (heart) muscle decreases.
B. As the mean blood pressure gradually increases in aging people, the blood vessel walls become thinner.
C. Men working in a hot environment drink large quantities of water, and their urine volume increases.
D. As body temperature decreases, blood vessels in the periphery dilate.
E. Elevated blood glucose levels cause insulin secretion (insulin causes cells to take up glucose) to increase.

Bloom's Level: 3. Apply
HAPS Objective: B01.01 Define homeostasis.
HAPS Objective: B03.02 Provide an example of a negative feedback loop that utilizes the endocrine system to relay information. Describe the specific cells or molecules (production cells, hormones, target cells) included in the feedback loop.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05A. Define homeostasis, and explain why it is important for proper body function.
Learning Outcome: 01.05B. Describe a negative-feedback mechanism and give an example.
Section: 01.05
Topic: Homeostasis

32. Which of the following is consistent with homeostasis?
A. As body temperature rises, sweating occurs to cool the body.
B. When a person drinks large quantities of water, urine output decreases to raise blood volume.
C. Elevated blood glucose levels cause insulin secretion to decline.
D. Decreases in blood pressure cause a corresponding decrease in heart rate.
E. As blood pressure falls, blood flow to the heart decreases.

Bloom's Level: 2. Understand
HAPS Objective: B01.01 Define homeostasis.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05A. Define homeostasis, and explain why it is important for proper body function.
Section: 01.05
Topic: Homeostasis

33. In a negative feedback mechanism, the response of the effector
A. reverses the original stimulus.
B. enhances the original stimulus.
C. has no effect on the original stimulus.
D. is usually damaging to the body.
E. creates a cycle that leads away from homeostasis.

Bloom's Level: 1. Remember
HAPS Objective: B02.01 List the components of a feedback loop and explain the function of each.
HAPS Objective: B02.02 Compare and contrast positive and negative feedback in terms of the relationship between stimulus and response.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05B. Describe a negative-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms
Type: Study Guide

34. A researcher discovered a sensory receptor that detects decreasing oxygen concentrations in the blood. According to the principles of negative feedback, it is likely that stimulation of this sensory receptor will produce which of the following types of responses?
A. a decrease in heart rate
B. an increase in the respiratory rate
C. an increase in physical activity
D. unconsciousness
E. both a decrease in heart rate and an increase in the respiratory rate

Bloom's Level: 4. Analyze
HAPS Objective: B03.01 Provide an example of a negative feedback loop that utilizes the nervous system to relay information. Describe the specific organs, structures, cells or molecules (receptors, neurons, CNS structures, effectors, neurotransmitters) included in the feedback loop.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05B. Describe a negative-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms

35. Which of the following is NOT a component of a negative feedback mechanism?
A. effector
B. stabilizer
C. control center
D. receptor

Bloom's Level: 2. Understand
HAPS Objective: B02.01 List the components of a feedback loop and explain the function of each.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05B. Describe a negative-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms

True / False Questions

36. Positive-feedback mechanisms are always damaging to the body.
FALSE

Bloom's Level: 1. Remember
HAPS Objective: B02.02 Compare and contrast positive and negative feedback in terms of the relationship between stimulus and response.
HAPS Objective: B04.01 Provide specific examples to demonstrate how organ systems respond to maintain homeostasis.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05C. Describe a positive-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms

Multiple Choice Questions

37. The anatomical term that means "away from the midline of the body" is
A. medial.
B. proximal.
C. distal.
D. lateral.
E. superficial.

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

38. The thumb is ___ to the fifth digit (little finger).
A. distal
B. lateral
C. medial
D. proximal
E. superficial

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Objective: A05.03 Describe the location of structures of the body, using basic regional and systemic terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

39. Which of the following describes the position of the nose?
A. inferior to the chin
B. superior to the forehead
C. posterior to the ears
D. lateral to the eyes
E. superior to the mouth

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Objective: A05.03 Describe the location of structures of the body, using basic regional and systemic terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

40. The shoulder is _____ to the elbow.
A. lateral
B. dorsal
C. distal
D. ventral
E. proximal

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Objective: A05.03 Describe the location of structures of the body, using basic regional and systemic terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

41. A term that means "toward the attached end of a limb" is
A. medial.
B. lateral.
C. superficial.
D. distal.
E. proximal.

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

42. Which of the following is most inferior in location?
A. pelvic cavity
B. mediastinum
C. diaphragm
D. pleural cavity
E. pericardial cavity

Bloom's Level: 2. Understand
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Objective: A05.03 Describe the location of structures of the body, using basic regional and systemic terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions
Topic: Directional terms
Type: Study Guide

43. While Stacy is in the process of passing over the bar during a pole vault, her hips are considered to be
A. anterior to her shoulders.
B. posterior to her shoulders.
C. inferior to her shoulders.
D. superior to her shoulders.
E. cephalic to her shoulders.

Bloom's Level: 2. Understand
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Objective: A05.03 Describe the location of structures of the body, using basic regional and systemic terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

44. Cephalic means
A. toward the middle or midline of the body.
B. away from the surface.
C. closer to the head.
D. closer than another structure to the point of attachment to the trunk.
E. toward the back of the body.

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Objective: A05.03 Describe the location of structures of the body, using basic regional and systemic terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

45. Posterior means
A. toward the middle or midline of the body.
B. away from the surface.
C. closer to the head.
D. closer than another structure to the point of attachment to the trunk.
E. toward the back of the body.

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Objective: A05.03 Describe the location of structures of the body, using basic regional and systemic terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

46. Medial means
A. toward the middle or midline of the body.
B. away from the surface.
C. closer to the head.
D. closer than another structure to the point of attachment to the trunk.
E. toward the back of the body.

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Topic: Directional terms
Type: Study Guide

47. Proximal means
A. toward the middle or midline of the body.
B. away from the surface.
C. closer to the head.
D. closer than another structure to the point of attachment to the trunk.
E. toward the back of the body.

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

48. Deep means
A. toward the middle or midline of the body.
B. away from the surface.
C. closer to the head.
D. closer than another structure to the point of attachment to the trunk.
E. toward the back of the body.

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms
Type: Study Guide

49. In the expression "Let your fingers do the walking," which of the following anatomical terms could be substituted for "fingers?"
A. tarsals
B. manuals
C. digits
D. carpals
E. metatarsals

Bloom's Level: 2. Understand
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization

50. The anatomical arm refers to the part of the upper limb from the
A. shoulder to the wrist.
B. elbow to the wrist.
C. shoulder to the elbow.
D. elbow to the fingers.
E. shoulder to the fingers.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

51. The lumbar region is the
A. area in front of the elbow.
B. chest area.
C. lower back.
D. bottom of foot.
E. forearm.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

52. The antecubital region is the
A. area in front of the elbow.
B. chest area.
C. lower back.
D. bottom of foot.
E. forearm.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

53. The antebrachial region is the
A. area in front of the elbow.
B. chest area.
C. lower back.
D. bottom of foot.
E. forearm.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

54. The pectoral region is the
A. area in front of the elbow.
B. chest area.
C. lower back.
D. bottom of foot.
E. forearm.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

55. The plantar surface is the
A. area in front of the elbow.
B. chest area.
C. lower back.
D. bottom of foot.
E. forearm.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

56. The brachial region is commonly known as the
A. groin.
B. buttock.
C. breastbone.
D. upper arm.
E. naval.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

57. The inguinal region is commonly known as the
A. groin.
B. buttock.
C. breastbone.
D. upper arm.
E. naval.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

58. The gluteal region is commonly known as the
A. groin.
B. buttock.
C. breastbone.
D. upper arm.
E. naval.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

59. The sternal region is commonly known as the
A. groin.
B. buttock.
C. breastbone.
D. upper arm.
E. naval.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

60. The umbilical region is commonly known as the
A. groin.
B. buttock.
C. breastbone.
D. upper arm.
E. naval.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

61. The cervical region is the
A. calf.
B. armpit.
C. hollow behind the knee.
D. neck.
E. thigh.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

62. The popliteal region is the
A. calf.
B. armpit.
C. hollow behind the knee.
D. neck.
E. thigh.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

63. The sural region is the
A. calf.
B. armpit.
C. hollow behind the knee.
D. neck.
E. thigh.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

64. The femoral region is the
A. calf.
B. armpit.
C. hollow behind the knee.
D. neck.
E. thigh.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

65. The axillary region is the
A. calf.
B. armpit.
C. hollow behind the knee.
D. neck.
E. thigh.

Bloom's Level: 1. Remember
HAPS Objective: A03.02 List and describe the location of the major anatomical regions of the body.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06C. Know the terms for the parts and regions of the body.
Section: 01.06
Topic: Body plan and organization
Type: Study Guide

66. A vertical plane that separates the body into right and left portions is called a _____ plane.
A. sagittal
B. transverse
C. frontal
D. horizontal
E. coronal

Bloom's Level: 1. Remember
HAPS Objective: A02.01 Identify the various planes in which a body might be dissected.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06D. Name and describe the three major planes of the body.
Section: 01.06
Topic: Body planes and sections
Type: Study Guide

67. "Cutting off your nose" would be a section in the _____ plane.
A. coronal
B. nasal
C. median
D. transverse
E. sagittal

Bloom's Level: 2. Understand
HAPS Objective: A02.01 Identify the various planes in which a body might be dissected.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06D. Name and describe the three major planes of the body.
Section: 01.06
Topic: Body planes and sections

68. The cavity of the body immediately inferior to the diaphragm is the _____ cavity.
A. pleural
B. thoracic
C. inguinal
D. pelvic
E. abdominal

Bloom's Level: 1. Remember
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions

69. The suffix "-itis" means inflammation. Which of the following terms means inflammation of the membrane lining the body cavity that contains the liver?
A. pericarditis
B. peritonitis
C. pleurisy
D. colitis
E. hepatitis

Bloom's Level: 2. Understand
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions

70. The wall of the abdominopelvic cavity is lined by a serous membrane called the
A. visceral pleural membrane.
B. parietal peritoneum.
C. visceral mediastinal membrane.
D. visceral peritoneum.
E. epicardium.

Bloom's Level: 1. Remember
HAPS Objective: A03.03 Describe the location of the four abdominopelvic quadrants and the nine abdominopelvic regions and list the major organs located in each.
HAPS Objective: A04.02 Describe the location of body structures, using appropriate directional terminology.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06G. Locate organs in their specific cavity, abdominal quadrant, or region.
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions
Type: Study Guide

71. The visceral pleura is
A. a double-layered serous membrane that anchors some of the abdominal organs to the body wall.
B. the serous membrane that covers the lungs.
C. the serous membrane that lines the abdominal and pelvic cavities.
D. space located between the visceral and parietal pleura.
E. the membrane that lines the pericardial sac.

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions
Type: Study Guide

72. The parietal peritoneum is
A. a double-layered serous membrane that anchors some of the abdominal organs to the body wall.
B. the serous membrane that covers the lungs.
C. the serous membrane that lines the abdominal and pelvic cavities.
D. space located between the visceral and parietal pleura.
E. the membrane that lines the pericardial sac.

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions
Type: Study Guide

73. The mesentery is
A. a double-layered serous membrane that anchors some of the abdominal organs to the body wall.
B. the serous membrane that covers the lungs.
C. the serous membrane that lines the abdominal and pelvic cavities.
D. space located between the visceral and parietal pleura.
E. the membrane that lines the pericardial sac.

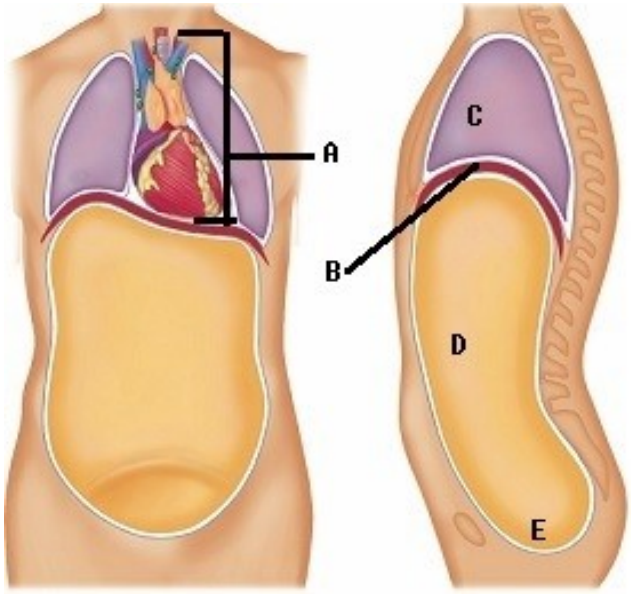
Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions
Type: Study Guide

74. The pleural cavity is the
A. a double-layered serous membrane that anchors some of the abdominal organs to the body wall.
B. the serous membrane that covers the lungs.
C. the serous membrane that lines the abdominal and pelvic cavities.
D. space located between the visceral and parietal pleura.
E. the membrane that lines the pericardial sac.

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions
Type: Study Guide

75. The parietal pericardium is
A. a double-layered serous membrane that anchors some of the abdominal organs to the body wall.
B. the serous membrane that covers the lungs.
C. the serous membrane that lines the abdominal and pelvic cavities.
D. space located between the visceral and parietal pleura.
E. the membrane that lines the pericardial sac.

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions
Type: Study Guide



Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Section: 01.06
Topic: Body cavities and regions

76. Here is a figure showing major trunk cavities and other structures. What does "A" represent?
A. diaphragm
B. mediastinum
C. pelvic cavity
D. thoracic cavity
E. abdominal cavity

Bloom's Level: 1. Remember
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions

77. Here is a figure showing major trunk cavities and other structures. What does "B" represent?
A. diaphragm
B. mediastinum
C. pelvic cavity
D. thoracic cavity
E. abdominal cavity

Bloom's Level: 1. Remember
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions

78. Here is a figure showing major trunk cavities and other structures. What does "C" represent?
A. diaphragm
B. mediastinum
C. pelvic cavity
D. thoracic cavity
E. abdominal cavity

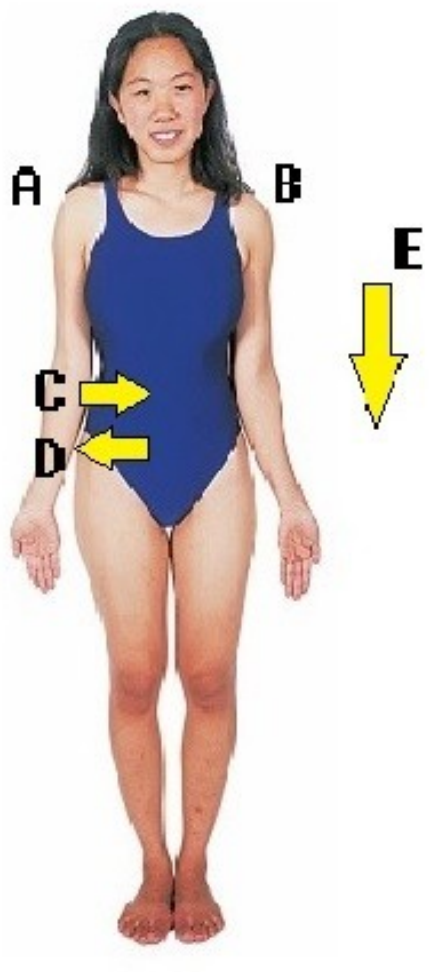
Bloom's Level: 1. Remember
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions

79. Here is a figure showing major trunk cavities and other structures. What does "D" represent?
A. diaphragm
B. mediastinum
C. pelvic cavity
D. thoracic cavity
E. abdominal cavity

Bloom's Level: 1. Remember
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions

80. Here is a figure showing major trunk cavities and other structures. What does "E" represent?
A. diaphragm
B. mediastinum
C. pelvic cavity
D. thoracic cavity
E. abdominal cavity

Bloom's Level: 1. Remember
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions



Bloom's Level: 1. Remember
HAPS Objective: A01.02 Describe how to use the terms right and left in anatomical reference.
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms

81. Directional terms are important in the study of anatomy. What does "A" represent?
A. median
B. right
C. left
D. inferior
E. lateral

Bloom's Level: 1. Remember
HAPS Objective: A01.02 Describe how to use the terms right and left in anatomical reference.
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms

82. Directional terms are important in the study of anatomy. What does "B" represent?
A. median
B. right
C. left
D. inferior
E. lateral

Bloom's Level: 1. Remember
HAPS Objective: A01.02 Describe how to use the terms right and left in anatomical reference.
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms

83. Directional terms are important in the study of anatomy. What does "C" represent?
A. median
B. right
C. left
D. inferior
E. lateral

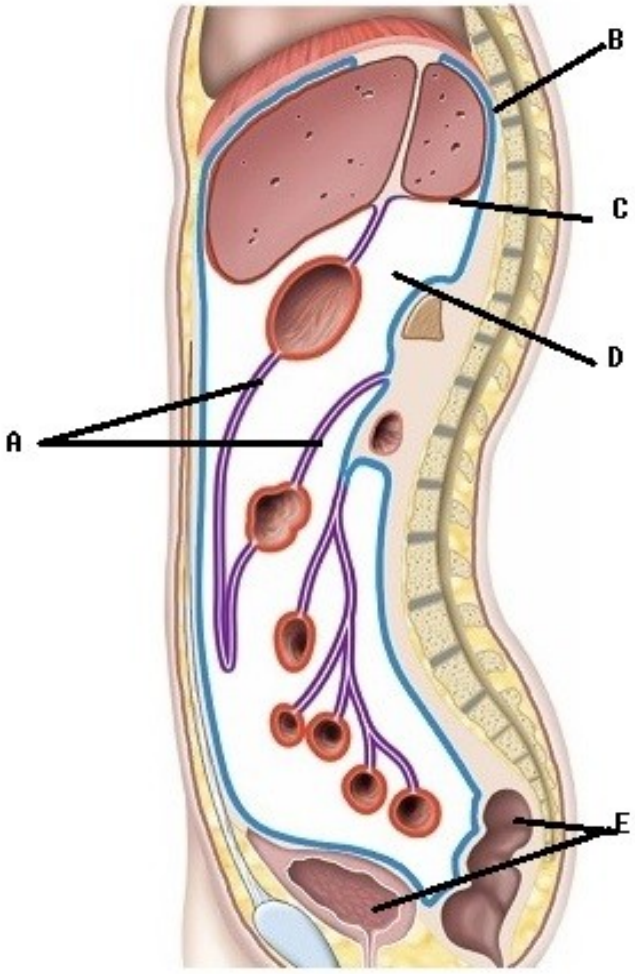
Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms

84. Directional terms are important in the study of anatomy. What does "D" represent?
A. median
B. right
C. left
D. inferior
E. lateral

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms

85. Directional terms are important in the study of anatomy. What does "E" represent?
A. median
B. right
C. left
D. inferior
E. lateral

Bloom's Level: 1. Remember
HAPS Objective: A04.01 List and define the major directional terms used in anatomy.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06B. Define the directional terms for the human body, and use them to locate specific body structures.
Section: 01.06
Topic: Directional terms



Bloom's Level: 1. Remember
HAPS Topic: Module A Body Plan and Organization
Section: 01.06
Topic: Body cavities and regions

86. This is a sagittal section through the abdominopelvic cavity. What structure does "A" represent?
A. visceral peritoneum (covers organs)
B. mesentery
C. parietal peritoneum (lines cavity)
D. retroperitoneal organs
E. peritoneal cavity

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions

87. This is a sagittal section through the abdominopelvic cavity. What serous membrane does "B" represent?
A. visceral peritoneum (covers organs)
B. mesentery
C. parietal peritoneum (lines cavity)
D. retroperitoneal organs
E. peritoneal cavity

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions

88. This is a sagittal section through the abdominopelvic cavity. What serous membrane does "C" represent?
A. visceral peritoneum (covers organs)
B. mesentery
C. parietal peritoneum (lines cavity)
D. retroperitoneal organs
E. peritoneal cavity

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions

89. This is a sagittal section through the abdominopelvic cavity. What cavity does "D" represent?
A. visceral peritoneum (covers organs)
B. mesentery
C. parietal peritoneum (lines cavity)
D. retroperitoneal organs
E. peritoneal cavity

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions

90. This is a sagittal section through the abdominopelvic cavity. What structures does "E" represent?
A. visceral peritoneum (covers organs)
B. mesentery
C. parietal peritoneum (lines cavity)
D. retroperitoneal organs
E. peritoneal cavity

Bloom's Level: 1. Remember
HAPS Objective: D01.01 Describe the structure and function of mucous, serous, cutaneous
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06H. Describe the serous membranes, their locations, and their functions.
Section: 01.06
Topic: Body cavities and regions

91. What branch of physiology would study the effects of sunbathing on the skin?
A. cell physiology
B. systemic physiology
C. regional physiology
D. organ physiology

Bloom's Level: 3. Apply
HAPS Objective: A05.02 Give specific examples to show the interrelationship between anatomy and physiology.
HAPS Topic: Module A Body Plan and Organization
Section: 01.01
Topic: Scope of anatomy and physiology
Type: LearnSmart

True / False Questions

92. The part of the feedback mechanism that processes information, relates it to other information, and makes a decision of action is the receptor.
FALSE

Bloom's Level: 2. Understand
HAPS Objective: B02.01 List the components of a feedback loop and explain the function of each.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05A. Define homeostasis, and explain why it is important for proper body function.
Section: 01.05
Topic: Homeostasis
Type: LearnSmart

Multiple Choice Questions

93.

Which of the following is *not* a function of the control center within a feedback mechanism?

A.

receives and processes information

B.

controls effectors

C.

establishes a set point

D.

detects a change in the value of a variable

Bloom's Level: 3. Apply
HAPS Objective: B01.01 Define homeostasis.
HAPS Objective: B02.01 List the components of a feedback loop and explain the function of each.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05A. Define homeostasis, and explain why it is important for proper body function.
Section: 01.05
Topic: Homeostasis
Type: LearnSmart

94.

In reference to the body tempaerature in living organisms, the set point can be defined as the

A.

ideal normal value

B.

current specific value

C.

amount of change that must occur for a condition to return to ideal normal value

Bloom's Level: 3. Apply
HAPS Objective: B02.01 List the components of a feedback loop and explain the function of each.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05A. Define homeostasis, and explain why it is important for proper body function.
Section: 01.05
Topic: Homeostasis
Type: LearnSmart

95.

Which of the following is *not* a characteristic of homeostatic variables?

A.

their values can change

B.

they must remain within a narrow change

C.

they always remain at a fixed value

Bloom's Level: 3. Apply
HAPS Objective: B02.01 List the components of a feedback loop and explain the function of each.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05A. Define homeostasis, and explain why it is important for proper body function.
Section: 01.05
Topic: Definition of Homeostasis
Type: LearnSmart

True / False Questions

96. The control center compares input from a receptor with the ideal normal value for a condition called a set point.

TRUE

Bloom's Level: 2. Understand
HAPS Objective: B01.01 Define homeostasis.
HAPS Objective: B02.01 List the components of a feedback loop and explain the function of each.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05A. Define homeostasis, and explain why it is important for proper body function.
Section: 01.05
Topic: Homeostasis
Type: LearnSmart

Multiple Choice Questions

97.

Imagine the following scernerio:

Blood pressure decreases below normal levels.→ Blood flow to the heart decreases → Heart is unable to pump as much blood.→ Blood pressure decreases even more.

This is an example of _____ feedback.

A.

positive

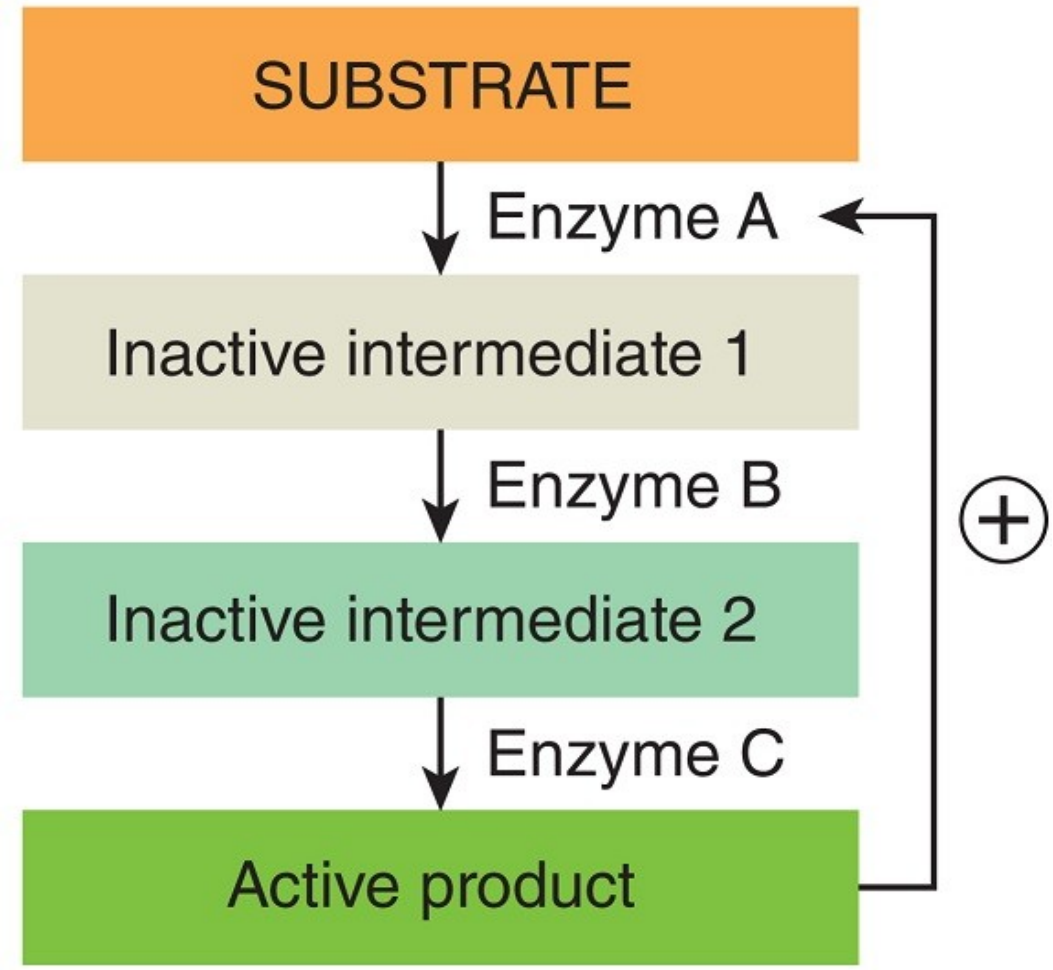
B.

negative

Bloom's Level: 4. Analyze
HAPS Objective: B02.02 Compare and contrast positive and negative feedback in terms of the relationship between stimulus and response.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05B. Describe a negative-feedback mechanism and give an example.
Learning Outcome: 01.05C. Describe a positive-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms
Type: LearnSmart

98.

This figure illustrates changes in blood pressure when _____ feedback mechanisms are in control.



A.

positive

B.

negative

Bloom's Level: 2. Understand
Figure: 1.08
HAPS Objective: B02.02 Compare and contrast positive and negative feedback in terms of the relationship between stimulus and response.
Learning Outcome: 01.05B. Describe a negative-feedback mechanism and give an example.
Learning Outcome: 01.05C. Describe a positive-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms
Type: LearnSmart

99.

Imagine the following scenario:

Platelets adhere to a damaged blood vessel → Platelets secrete various substances → Platelets adhere to a damaged blood vessel

This is an example of _____ feedback.

A.

positive

B.

negative

Bloom's Level: 3. Apply
HAPS Objective: B02.02 Compare and contrast positive and negative feedback in terms of the relationship between stimulus and response.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05B. Describe a negative-feedback mechanism and give an example.
Learning Outcome: 01.05C. Describe a positive-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms
Type: LearnSmart

100.

Positive feedback mechanisms are more commonly seen in _____ individuals.

A.

healthy

B.

unhealthy

Bloom's Level: 3. Apply
HAPS Objective: B03.03 Provide an example of a positive feedback loop in the body. Describe the specific structures (organs, cells or molecules) included in the feedback loop.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05C. Describe a positive-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms
Type: LearnSmart

True / False Questions

101.

True or false: Positive feedback mechanisms are less common in healthy individuals than negative feedback mechanisms.

TRUE

Bloom's Level: 3. Apply
HAPS Objective: B03.03 Provide an example of a positive feedback loop in the body. Describe the specific structures (organs, cells or molecules) included in the feedback loop.
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.05C. Describe a positive-feedback mechanism and give an example.
Section: 01.05
Topic: Examples of homeostatic mechanisms
Topic: Homeostasis
Topic: Types of homeostasis
Topic: Types of homeostatic mechanisms
Type: LearnSmart

Multiple Choice Questions

102.

A person lying with his/her face down is said to be in what position?

A.

supine

B.

prone

C.

anatomical

D.

reverse

Bloom's Level: 1. Remember
HAPS Objective: A01.01 Describe a person in anatomical position.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06A. Describe a person in anatomical position.
Section: 01.06
Topic: Anatomical position
Type: LearnSmart
Type: Study Guide

103.

Which of the following is *not* a term that describes a cut that separates the body into left and right portions?

A.

sagittal

B.

median

C.

parasagittal

D.

coronal

Bloom's Level: 2. Understand
HAPS Objective: A02.01 Identify the various planes in which a body might be dissected.
HAPS Topic: Module A Body Plan and Organization
Section: 01.06
Topic: Body planes and sections
Type: LearnSmart
Type: Study Guide

104.

The plane that cuts the body lengthwise and separates the body into anterior and posterior portions is called

A.

transverse

B.

frontal

C.

sagittal

Bloom's Level: 3. Apply
HAPS Objective: A02.01 Identify the various planes in which a body might be dissected.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06D. Name and describe the three major planes of the body.
Section: 01.06
Topic: Body planes and sections
Type: LearnSmart
Type: Study Guide

True / False Questions

105. Whereas a 'plane' describes an imaginary flat surface, a 'section' describes a way to cut an organ.

TRUE

Bloom's Level: 3. Apply
HAPS Objective: A02.01 Identify the various planes in which a body might be dissected.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06D. Name and describe the three major planes of the body.
Learning Outcome: 01.06E. Name and describe the three major ways to cut an organ.
Section: 01.06
Topic: Body planes and sections
Type: LearnSmart
Type: Study Guide

Multiple Choice Questions

106.

A cut through the long axis of an organ is a(n)

A.

longitudinal section

B.

oblique section

C.

transverse section

Bloom's Level: 1. Remember
HAPS Objective: A02.01 Identify the various planes in which a body might be dissected.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06E. Name and describe the three major ways to cut an organ.
Section: 01.06
Topic: Body planes and sections
Type: LearnSmart
Type: Study Guide

True / False Questions

107.

The thoracic cavity is divided into right and left parts by a median partition called the sternum.

FALSE

Bloom's Level: 2. Understand
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06F. Describe the major trunk cavities and their divisions.
Section: 01.06
Topic: Body cavities and regions
Type: LearnSmart

108.

True or False? Both the spleen and the urinary bladder are contained within the pelvic cavity subdivision of the abdominopelvic cavity.

FALSE

Bloom's Level: 3. Apply
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06G. Locate organs in their specific cavity, abdominal quadrant, or region.
Section: 01.06
Topic: Body cavities and regions
Type: LearnSmart

109.

True or False? The kidneys are contained within the pelvic cavity subdivision of the abdominopelvic cavity.

FALSE

Bloom's Level: 3. Apply
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06G. Locate organs in their specific cavity, abdominal quadrant, or region.
Section: 01.06
Topic: Body cavities and regions
Type: LearnSmart

Multiple Choice Questions

110.

An example of a structure contained by the mediastinum is the:

A.

brain

B.

stomach

C.

esophagus

D.

sternum

E.

lung

Bloom's Level: 2. Understand
HAPS Objective: A03.01 Describe the location of the body cavities and identify the major organs found in each cavity.
HAPS Topic: Module A Body Plan and Organization
Learning Outcome: 01.06G. Locate organs in their specific cavity, abdominal quadrant, or region.
Section: 01.06
Topic: Body cavities and regions
Type: LearnSmart
Type: Study Guide

True / False Questions

111.

Scientists believe that any significant change in the composition of the microbiome of the human integumentary system may increase a person’s susceptibility to autoimmune diseases.

FALSE

Early research seems to indicate that any significant change in the profile of the microbiome of the human **gut** may increase a person's susceptibility to autoimmune diseases. (not the **integumentary** system)

Bloom's Level: 1. Remember
HAPS Topic: Module B Homeostasis
Learning Outcome: Microbes in Your Body
Type: Clinical

112.

It has been suggested by some scientists that early exposure to antibiotics significantly change in the makeup of the microbes in the human intestines may increase a person’s susceptibility to autoimmune diseases like Crohn's disease and asthma.

TRUE

Bloom's Level: 1. Remember
HAPS Topic: Module B Homeostasis
Learning Outcome: Microbes in Your Body
Type: Clinical

Multiple Choice Questions

113.

There are more microbial cells than human cells in your body and the health of this microbiota clearly influences human well-being. How many microbes are there?.

A.

For every cell in your body, there are one hundred microbial cells.

B.

For every cell in your body, there are one thousand microbial cells.

C.

For every cell in your body, there are ten microbial cells.

D.

For every cell in your body, there are ten thousand microbial cells.

Bloom's Level: 1. Remember
HAPS Topic: Module B Homeostasis
Learning Outcome: Microbes in Your Body
Type: Clinical

114.

A molecular biologist discovers that if a specific drug effectively treats obesity in mice, what can researchers conclude?

A.

If the drug was effective in a large number of mice, it will therefore be effective in humans.

B.

If the drug was effective in a small proportion of mice, it will be effective in a small proportion of humans.

C.

The mice have provided a positive control in this experiment that proves the drug is effective in humans.

D.

The drug is effective in the mouse model; it must still be tested in humans.

E.

The effect of the drug on mice has no bearing on the effect of the drug on humans.

Bloom's Level: 4. Analyze
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.04A. Explain why it is important to study other organisms along with humans.
Section: 01.04
Topic: Levels of organization

115.

With regard to the validity of biomedical research in physiological studies, which statement is correct?

A.

Although the general homeostatic mechanisms may be the same in some animal species, the individual variables are often very different.

B.

Although the individual variables may be the same in some animal species, the general homeostatic mechanisms are often very different.

Bloom's Level: 4. Analyze
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.04A. Explain why it is important to study other organisms along with humans.
Section: 01.04
Topic: Levels of organization

True / False Questions

116.

True or False? Many undergraduate anatomy programs study cats and rats in laboratory settings. Use of these animal is ideal because they are inexpensive and although they are physically smaller, the internal structures are identical to humans.

FALSE

Bloom's Level: 3. Apply
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.04A. Explain why it is important to study other organisms along with humans.
Section: 01.04
Topic: Levels of organization

117.

True or False? With regard to biomedical research: Because rats, pigs, apes, and other mammals share over 90% of the same genes as humans, these animals are always good predictors for how humans will respond to a specific drug therapy.

FALSE

Bloom's Level: 3. Apply
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.04A. Explain why it is important to study other organisms along with humans.
Section: 01.04
Topic: Levels of organization

118.

True or False? With regard to biomedical research: It has been found that drugs that are toxic to one mammal species will be toxic to another mammal species.

FALSE

Bloom's Level: 3. Apply
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.04A. Explain why it is important to study other organisms along with humans.
Section: 01.04
Topic: Levels of organization

119.

True or False? With regard to biomedical research: Rats and humans share over 90% of the same genes.

TRUE

Bloom's Level: 3. Apply
HAPS Topic: Module B Homeostasis
Learning Outcome: 01.04A. Explain why it is important to study other organisms along with humans.
Section: 01.04
Topic: Levels of organization

Multiple Choice Questions

120. Which of the following statements is TRUE?
A. The coordinated activity of the organ systems is necessary for normal function.
B. Because organ systems are so interrelated, dysfunction in one organ system can have profound effects on other systems.
C. An organism is any living thing considered as a whole whether composed of one cell such as a bacteria or trillions of cells such as a human.
D. Living things are highly organized and disruption of this organized state can lead to loss of function and death.
E. All of these statements are true

Bloom's Level: 4. Analyze
HAPS Objective: A05.01 Define the terms anatomy and physiology.
Learning Outcome: 01.01C. Explain the importance of the relationship between structure and function.
Section: 01.01
Topic: Scope of anatomy and physiology